

Doc. 300.1.1

Date: Date.

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
University of Central Lancashire Cyprus (UCLan Cyprus)
- **Town:** Larnaca
- **School/Faculty (if applicable):** School of Sciences
- **Department/ Sector:** N/A
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Μεταπτυχιακό στη Δικανική Ψυχολογία
(90/130 ECTS, Cycle 2)

In English:

MSc Forensic Psychology
(90/130 ECTS, Cycle 2)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

In Greek: N/A
In English: N/A

A. Introduction

This part includes basic information regarding the onsite visit.

This is the second external evaluation of the education programme MSc Forensic Psychology (90/130 ECTS, Cycle 2) at UCLan Cyprus. The programme consists of 90 ECTS addressing the theoretical component in year 1 and 40 ECTS addressing the practical component in year 2. This exceeds the 120 ECTS expected for the award of a Masters degree. The deviation has arisen from the need to satisfy the 1000 hours of supervised practice required for licensing professional psychologists by the Council of Registered Professional Psychologists in Cyprus. The first external evaluation was conducted in June 2017. The EEC studied submitted and other related materials pertaining to the programme and conducted a full day onsite visit on the 22nd of March 2023. It consisted of meetings with the Rector, the academic staff, students and administrators.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof. Carl Martin Allwood	Chair	University of Gothenburg, Sweden
Prof. Ann Phoenix	Member	University College London UK
Prof. Marilyn Clark	Member	University of Malta, Malta
Ms. Christina Kamenou	Member	-----
Mr. Andreas Savva	Member	University of Cyprus
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The University has a multi-level system of quality assurance in that it is the Cyprus arm of a British university. The British university (UCLan UK) oversees quality assurance and validates the UCLan Cyprus against benchmarks issued by the QAA UK. There is a separate quality assurance committee for each school with an additional committee for teaching and learning enhancement. Student representatives from each school and cohort are represented in all committees. The UCLan Cyprus website provides information on different aspects of the programme: the profiles, admissions, assessments, learning outcomes, semester breakdowns, faculty, and adjunct faculty profiles, career prospects as well as graduation criteria. Any prospective applicant can click on different links to access details of individual courses

The MSc in Forensic Psychology also has to accord with the benchmarks issued by the British Psychological Society. There has been one previous CYQAA accreditation, in 2017. Accreditations are scheduled every five years, with the UCLan UK accreditation scheduled to fit with the Cyprus accreditation so that the double accreditation is synchronised. Amendments suggested by CYQAA have to be submitted to UCLan UK for validation in order to preserve the double-award degree provision.

The Periodic Review informed by QAA UK, the UK Quality Code for Higher Education, has a published cycle agreed by the Students, Teaching and Quality Assurance Committee at UCLan UK and Academic Standards and Quality Assurance Committee at UCLan Cyprus. External examiners act as third-party reviewers and guarantors that standards are comparable on similar external courses in terms of course development, student performance and the conduct of the assessments.

The evaluation document explains that the MSc is research-informed and industry-informed to prepare graduates for international careers and develop their transferable skills. To that end, the course draws on collaborations with national and international partners for guest lectures, case studies and co-supervision of research projects. The programme is reviewed and updated each academic year, including changes made in response to the external examiner's feedback. This is compliant with the European Qualifications Framework.

The annual monitoring review required by the university asks the staff to report the outcomes of the review in relation to course quality and student experience with a view to rectifying problems. It is informed by continuous review over the course of the year based on module feedback questionnaires and discussions with student representatives and the Student Experience Committee. Module Leaders are also required to fill out a module review form at the end of each module. Action plans are designed to improve practice. The course team scores its teaching at the highest level on all the quality standards.

The student body oversees the University's work on student Equality, Diversity and Inclusion as well as the implementation of the Single Equality Scheme.

The EEC was presented with information about the registrations, the current enrolment and examples of graduate employment.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The University has well-established quality assurance procedures and their programme is annually reviewed. Students are present in sufficient numbers and adequately represented on relevant committees. The profiles of the personnel are clearly presented on the website, with their curriculum vitae included.

The double-awarded degrees are an undoubted strength since this is an attractive element of the degree and one that the students confirm gives them opportunities to work in the UK and develop their degrees (although this has become more costly and difficult with Brexit). The quality assurance sections of the self-evaluation describe the procedures for assuring excellence. This is reflected in the quality assurance sections of the self-evaluation where the procedures in place are described. The Programme Objectives are also pre-set.

Since the last course evaluation in 2017, the academic staff have worked hard to develop a curriculum that both fits with the UCLan UK programme and is tailored to the Cypriot forensic psychology market by drawing on local expertise and partnering with local institutions. The School has helped to establish the identity of the forensic psychologist in Cyprus and to have demonstrated the importance of forensic psychology for Cypriot society.

The course is designed with a view to offering a qualification that is clearly structured, regularly monitored and reviewed. It was clear that the eight students who took part in the evaluation were extremely pleased with the course and ambassadors for it. The five who had finished their degrees had been able to use them in their employment.

The expertise of the permanent staff is supplemented by the work of UK visiting scholars with established research reputations. Synergy between research and teaching is established, both in the lectures and through possibilities for students to work in the research groups of the academic staff.

The academic and IT staff are aware of the challenges posed by new IT developments such as Chat GPT and are thinking about the best strategies for including new technologies and avoiding plagiarism. Plagiarism is currently addressed by student uploading of their work in Turnitin.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Placements were clearly highly valued by the students, although some hoped that links could be established with the Cyprus prison for placements. The organisation of the placements seems efficient and supportive, but as circumstances are changing will require continuous review.

Figures for where students go after they gain the MSc and their subsequent trajectories should be publicly presented. Equally, completion rates should be made available.

The EEC felt that equality and diversity amongst the student body and the materials presented require more attention. It was explained that care is taken to introduce students to working with people from different ethnic groups since Cyprus is increasingly multiethnic. However, attention to theoretical understandings of ethnicity and the large literature on everyday practices of equality, diversity and inclusion of, for example, protected characteristics needs more attention.

The EEC did not find a written policy for student support and recommends that, if one does not exist, that one is devised for quality assurance.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	<i>Partially Compliant</i>
1.2	Design, approval, on-going monitoring and review	<i>Partially Compliant</i>
1.3	Public information	<i>Compliant</i>
1.4	Information management	<i>Compliant</i>

2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The Programme of Studies is comprehensive and addresses most of the core academic and professional areas of forensic psychology. Three main areas are covered, theory, research and practice. The process of teaching and learning supports students' development. The University adopts a pedagogical model based on learning through interaction and a variety of teaching methodologies are adopted such as in-class group work and discussions. The materials and tools are adjusted to this approach and both formative and summative assessments are used. The pedagogical approach encourages students to take an active role.

The University Academic Regulations outline the assessment principles and procedures in a comprehensive manner addressing: student feedback; procedural issues and assessment practices. Moderation of assessed work is undertaken with a sample, and if problems are identified, with the entire cohort.

The course structure is such that the practicum is organised in the second year of studies, thus bringing into question the degree of interconnectedness between practical and theoretical studies. However, seminars and workshops are provided to allow students to engage with what they are encountering during the practicum year. A well organised and detailed practicum handbook is provided. This outlines the structure of the course, approaches to teaching and learning, mechanisms for student support, assessment and student feedback. It is a valuable resource for students and practicum supervisors alike.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The learning outcomes for the programme and for the specific modules are, in the main, well-articulated and comprehensive. They allow the student to direct their learning, as well as allowing for measurement and evaluation of how the student is progressing in terms of academic and professional development. The module course descriptions indicate that there is a good attempt to utilise different modes of delivery and use a number of pedagogical methods, ensuring student-centred learning. The extensive use of seminars in the modules indicates that students are encouraged to take an active role in creating the learning process. Students are provided with a number of resources to facilitate their learning. The assignment of an academic advisor is applauded and is seen to contribute towards the development of student autonomy by giving students the space to address their learning as well as their challenges. A protocol appears to be in place for students with special educational needs.

Assessment is carried out in accordance with stated procedure and appears to be appropriate, transparent, objective and supports the development of the learner through appropriate feedback mechanisms. Assessment briefs are prepared for each module. A review of these indicates that they are detailed and clear, allow for measurement of achievement of the student learning outcomes and contain all the necessary instructions for students to successfully navigate the task at hand. They also come with a clear and detailed rubric that allows the student to determine what they need to do to reach the desired

level/grade. Students are given ample feedback allowing them to determine what they have done correctly and where their answer was lacking and how it might be improved. There is a process for student appeals. The mid-term placement review is commendable and allows for identification of difficulties.

The content of the seminars during the placement year effectively provides opportunity to acquire the knowledge and understanding, that, in combination with other parts of the practicum, are needed to practice as a forensic psychologist.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Given that the two years constitute a professional programme, the development of intrapersonal skills associated with 'personal development' is rather limited. While there is a strong emphasis on development of professional competencies, the inclusion of elements that would allow for the development of a more reflective practice are recommended. Working in forensic settings can be demanding and at times disturbing and will certainly challenge participants' world views.

The amount of work expected from students is not consistent across modules. For example, 'Contemporary and complex issues in forensic psychology' is a 20 ECTS module. It is assessed by a two-hour exam and a 5000-word essay. On the other hand, 'Forensic risk assessment' is a 10 ECTS module and is assessed by a two-hour exam and a 4000-word essay. This seems inequitable.

The EEC has been provided with a document titled MSc Level 7 Marking Criteria where it is explained that "The department uses a restricted range of marks on the percentage scale. The following are the only marks that may be used for an individual piece of work – i.e. project, individual piece of coursework, or an exam answer." It is not clear to the EEC what these numerical assessments mean in a more qualitative sense.

While the placement handbook clearly documents how the placement year will be assessed, the EEC could not find a template set out for the supervisor's evaluation. Such a template would secure consistency among supervisors in the methods they are using to evaluate students and would ensure the achievement of a number of skills contributing to satisfying the competencies required of a licenced psychologist.

The necessary competencies for the successful completion of the practicum are set out and divided into core and practical competencies. It would have been useful to know how these competencies satisfy the competencies required by the licensing board of Cyprus. The document provided by the regulatory body in Cyprus to the EEC does not highlight these specific competencies.

The placement supervisor is not always a licenced psychologist. This is seen to be a limitation. In many countries in the EU placement supervisors are required to be specialised in the placement area and to be licenced psychologists. The current lack of qualified forensic psychologists in Cyprus may not support such an arrangement, but it would be desirable in the future.

The EEC recommends introducing the use of case studies to guarantee the interconnection between theory and practice throughout the first year.

The process of teaching and learning is flexible. Consideration has been given to timing of lectures, taking account of the fact that some students are employed. This may however have the unintended consequence of excessive lecture time.

The fact that optional workshops are created to address any methodological or statistical issues the students might face creates a discrepancy in terms of the learning outcomes. The risk is that some students, in opting not to take workshop courses, fail to develop certain skills which may be useful in the future. While the EEC considers that everything taught in the methods course is valuable, it may be too densely packed and the learning outcomes should be adjusted to reflect what is practically feasible. The EEC is of the view that more attention is to be given to qualitative approaches. Too much emphasis is placed on quantitative approaches.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	<i>Partially Compliant</i>
2.2	Practical training	<i>Compliant</i>
2.3	Student assessment	<i>Compliant</i>

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

3.2 Teaching staff number and status

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Presently there is a very good staff-student ratio with ten members of teaching staff working on the programme, five full time and five part time. This includes two part-time Visiting staff members.

The workload model supports 40% research time for all academic staff. The staff are research active and engaged in professional development. Their research publications list indicates that they collaborate amongst themselves and with other partners in Cyprus and abroad. Some of the staff have very few publications and not all the publications are within forensic psychology but the EEC does not see the latter as a problem. The research documented is in various areas of forensic psychology and other areas of psychology and relevant disciplines.

Staff profiles are publicly available online.

While teaching-research synergy was apparent during the visit, it is not clear how research developments in the broader fields of forensic psychology are taken on board.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The student-teacher ratio is very good.

The workload model supports 40% research time for all academic staff.

The mix of academic staff expertise makes for a good cross-disciplinary academic environment in the programme and provides a fertile ground for future research collaboration among the teachers. The various labs at the school are likely to facilitate the teaching staff's research.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

In order to attract students to the programme, the EEC recommends that the academic staff institute a seminar programme with outstanding international researchers in forensic psychology. This can be both online and in person to reduce costs.

While the academic staff emphasised the support available for writing proposals and publications, it is essential that those with few publications are supported to improve their research output. This is crucial for maintaining the viability and status of the programme.

It should be clarified what is meant by the phrase "Forensic psychology research project ... should make a contribution to the discipline" [p. 73].

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	<i>Compliant</i>
3.2	Teaching staff number and status	<i>Compliant</i>
3.3	Synergies of teaching and research	<i>Compliant</i>

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Predefined admissions criteria are in place. UCLan Cyprus follows British and other European countries' higher education standards. The admission criteria to the course are explicit and clearly formulated (Bachelor's degree lower second class of 2.2, or equivalent in psychology or in a related discipline and adequate knowledge of English: IELTS 6.5 or equivalent). Candidates may be required to be interviewed as part of the acceptance process. The admission criteria are published. The formal structure for applying these criteria is in place but to know if they are applied consistently *in practice* would require an evaluation of a different kind than the present one.

The students can find information about the expected learning outcomes in the programme specification and the Course and the Module handbooks, accessible via the Blackboard application. Generic feedback is given to the students within 15 days of the submission date of all the summative assessment elements in a module, and end-of-module assessments or examination. The programme evaluation application also notes that all students receive individual feedback in an appropriate format for all assessments. The Course Leader and Module Leaders monitor students' progress across the modules. Module Assessment Boards and Programme Boards meet at the end of each semester. Data on students' progression are also collected centrally and analyzed at the university level. The EEC concludes that the programme, in general, has effective procedures for monitoring students' progress and for communicating these to the individual

student. In addition, the programme also has effective support and control mechanisms of different kinds for supporting students whose progress gives cause for concern.

A number of students who graduated have gained recognition from the Cyprus Council of Recognition of Higher Education Qualifications (KY.S.A.T.S).

Students are awarded two certificates because of the double awarded degree and provision is made for a number of exit routes. Predefined regulations for the certification of students are in place and are published.

The programme has a well-elaborated and secure process for the recognition of prior learning and work experience (APL, Accreditation of Prior Learning). The APL process includes results from foreign HEI (Higher Education Institutions) and pertains to both previously certified education results (APCL) and experiential education results (APEL). The accreditation is accomplished through a set of nine stages in the APL-process with explicitly stated responsibilities, actions and categories of people who perform them.

The rules for accreditation are explicit and well elaborated. The resulting accreditation is documented in the electronic system Banner for easy future access.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The admission criteria are appropriate. Applying students can request that their competencies of different kinds are evaluated in the APL process.

The EEC concludes that the programme does a thorough job with respect to monitoring students' progression. It is also good that data on students' progression is collected and analysed at a central university level.

The programme's certification process appears to be of good quality. The university's approach to APL is sophisticated. It is also positive that the University has a set of general abstract principles for how the APL system should be implemented.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The possible use of interviews in the admission process introduces a measure of legal uncertainty into the process. Research shows that it is risky to give too great a weight to interview results when evaluating people, since, for example, the interviewed person may have had "a bad day". The EEC considers that the reasons for and the processes involved in, admissions interviews should be made explicit and transparent to the candidate. Therefore, the EEC recommends that the criteria for when a candidate should be called



to an interview and how the results should be used in the admission process are formulated explicitly and made public.

In general, the programme's certification process appears stable, and the APL accreditation system appears well developed and regulated by explicit and fair principles.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	<i>Compliant</i>
4.2	Student progression	<i>Compliant</i>
4.3	Student recognition	<i>Compliant</i>
4.4	Student certification	<i>Compliant</i>

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The EECs' site visit evidenced that the university's physical premises are attractive and fit for purpose. The programme has access to an advanced IT-infrastructure. The library has two librarians and accessible opening hours. It has its own website and provides electronic versions of the course literature and other relevant literature. It provides a portal to global electronic literature and resources. All academically-related members of the University have access to a common communication platform called Blackboard. In addition, the students have access to UCLan UK library resources with course literature and other books and journals that the students may need. In general, the electronic resources provided for the students appear excellent. Teachers and librarians collaborate in order keep reading lists and resources for the different modules updated.

The library has 49 study places for the whole university. In addition, there are two silent study rooms that can seat 12 and 24 students. It also has 20 open access PCs and 20 lap-tops available for the students on loan.

The university/school and programme have a range of different types of human resources to support the study programme. Among these are teachers, mentors, counsellors, librarians, qualified administrative staff and academic advisors. In general, these resources seem fit and sufficient for their intended purposes. Moreover, the students are informed about the existence of these resources in different ways.

The university has a five-year planning system. This plan includes estimations for redundancies, upcoming retirements, expected promotions of the academic teaching staff and new recruitments of academic staff. The present plan assumes that the number of students taking the programme will increase by one each year and reach fourteen students (per year) within five years. There is an adequate student-teacher ratio. In this context the necessary budget provisions are made on an annual basis.

The Programme Handbook and the Module Handbook provide students with necessary information about the various human support and physical resources available to them, including electronic resources.

The University has a policy for student support and a specially designated Committee to ensure the enactment of this policy. As far as we know, the policy is not however set out in a document.

There appears to be a good attempt at making the student voice heard and engaging students as partners.

Student engagement and attendance is regularly monitored in collaboration with key players in the School.

The University Student Support Services collaborate with the Careers Office to assist students with transitioning to the labour market. These two entities also carry out a number of activities aimed at increasing the future employability of graduates. The Careers Office also maintains close ties with industry. Students are also assisted in volunteering and community engagement and effort is made to increase the range of relevant employment opportunities.

Well-developed mechanisms are in place at University level to address students with particular educational needs and language development support is also provided (WISER).

The Student Engagement and Attendance Monitoring (SEAM) board is a commendable initiative that monitors the progress of students who are poorly engaged. When students encounter difficulties, mechanisms are in place to address them and allow for an interruption in students' study, with associated referral to psychosocial support.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The Library has a central place in the teaching, learning and research activities of the university and thus serves the programme well. It is a strength of the programme that the students also have access to UCLan UK's electronic library resources. Also good is that a special budget is provided for the programme each year to improve the library's book collection. In general, the library seems to be well and adequately equipped.

The good quality of the IT infrastructure is indicated by the fact that the university won a prize in 2013 for "the Most InAvtive education facility" in stiff competition with 30 other applicants, for a system design that was (among other things) the most "innovative, functional and usable" [p. 45]. During the site visit the IT manager made clear that UCLan UK provide an additional layer of IT security.

Given the relatively small number of students in the programme the different types of human support resources listed above seem more than appropriate. The system of "Academic Advisors" who stay with the individual student for the whole programme duration is commendable. The EEC sees the existence and procedures of the Students' Experience and Engagement Committee as a positive indicator that the students' welfare is adequately seen to by the School. Moreover, the students are well informed about the existence of the various human support resources.

The University Student Support Services collaborate with the Careers Office to assist students with transitioning to the labour market. These two entities carry out a number of activities aimed at increasing the future employability of graduates. The Careers Office also maintains close ties with industry. Students are assisted in volunteering and community engagement.

The University has clear mechanisms that allow students to access both psychological and educational support.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

It is not clear from the material the EEC received if the spaces assigned for the students' study and work are sufficient in practice, since the workspaces assigned are shared with all other students at the university. Too few study places could be a problem for example at specific times during the semester or just ahead of examinations, etc. The EEC suggests that students' use of study places is evaluated.

The extent to which, and how, the IT facilities have been usability-evaluated is not clear from the programme's evaluation application, except as mentioned in a general way in the context of the 2013 prize described above. If the university does not have an explicit policy for how the various parts of its IT-facilities should be usability-tested, the EEC recommends that such a policy should be formulated and implemented.

If it does not have one, it is recommended that the school and programme set up an action policy plan with respect to how to handle the students' potential use of the Chat GPT program and similar programmes.

No information is provided in the application about how the planning is adapted if more or fewer than the planned-for number of students apply for the programme or if a significant number of students drop out. The EEC recommends that, if it is not already the case, plans are developed for such situations.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	<i>Compliant</i>
5.2	Physical resources	<i>Compliant</i>
5.3	Human support resources	<i>Compliant</i>
5.4	Student support	<i>Compliant</i>

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The EEC valued the opportunity to examine the material provided and to engage in a site visit. The EEC concludes that:

- By virtue of its link with UCLan UK, the MSc in Forensic Psychology provides a qualification that is comparable to those in other countries and supports cross-border mobility of students, academic staff and professionals in keeping with the EQF.
- The MSc in Forensic Psychology has improved the landscape of forensic psychology in Cyprus and is likely to continue to do so.
- The programme produces high levels of student satisfaction in relation to course content, placement and staff support. However, it may be challenging to maintain this if student numbers increase as planned. Preparations should thus be made for an increase in student numbers.
- Further efforts should be made to integrate the theoretical and practical elements of the programme both in years one and two.
- Efforts should be made to ensure that early career academics are fully supported to engage in research and publication at an international level.
- The area of Equality, Diversity and Inclusion needs further attention in terms of theoretical and practical understanding that moves beyond pointing out the diversity of Cypriot society.
- Data collection and analysis of students' success rates and graduates' professional destinations are recommended.
- The EEC recommends that it is ensured that the competencies gained in the course satisfy the competencies required by the licensing board of Cyprus.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof. Carl Martin Allwood	
Prof. Ann Phoenix	
Prof. Marilyn Clark	
Ms. Christina Kamenou	
Mr. Andreas Savva	
Click to enter Name	

Date: Click to enter date